

National-Louis University

**RLS 511 School Library Collection Development  
Fall 2011 (Hybrid)**

**Curriculum Map Build Out -- 100 points**

**Due: Saturday October 8, 2011 at midnight**

**Email to: [linda.diekman@nl.edu](mailto:linda.diekman@nl.edu) with a copy to [lmiekman@sbcglobal.net](mailto:lmiekman@sbcglobal.net)**

**“Collections are fluid... Demands on collections are also fluid, for student and teacher needs change in addition to curricular change. A quality collection fills the curricular demands made upon it even if these demands are like moving targets.”**

*David V. Loertscher in Collection Mapping in the LMC*

A curriculum map is valuable in identifying the current status and ongoing focus for a collection that supports student learning. This is an opportunity to explore building out a curriculum map. You'll need to find a map to work with. Either one you have on paper or one you find online will work for this assignment. A visit to a school or public library will help you identify materials that compliment the curriculum map.

Present your work in table, chart or paragraph format. Select the format that helps you convey the information in the most effective manner.

For your assignment, please include:

1. what curriculum map you are using (I do not need to see it if you only have the paper copy. If its available online, please indicate the URL.)
2. what subject and grade level you choose
3. the curriculum topic and the Dewey Decimal numbers that apply to this area (e.g. Rain Forest--577)
4. list four books or other materials that you would link to each of the three curriculum categories for a total of twelve items. Please present the books using correct APA citation format\*
5. consider including an original summary of each book/item
6. consider including a variety of genres and/or mediums

\*If you need information on the APA style, consult these sources:

- NLU's Center for Academic Development <http://www.nl.edu/centers/cad/>
- NLU library <http://www.nl.edu/library/>
- Purdue University Online Writing Lab  
<http://owl.english.purdue.edu/owl/resource/560/01/>
- American Psychological Association/APA Style <http://www.apastyle.org/>
- Arthur C. Banks Library at Capital Community College, Hartford, CT  
<http://www.ccc.commnet.edu/apa/>

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**Collection Analysis Plan -- 250 points**

**Due: Saturday, October 15, 2011 at midnight**

**Email to: [linda.diekman@nl.edu](mailto:linda.diekman@nl.edu) with a copy to [lmiekman@sbcglobal.net](mailto:lmiekman@sbcglobal.net)**

**Developing a Collection Analysis Plan**

Over the past several weeks we have discussed the following topics:

- Cultural representation and defining our community
- Collection analysis
- Curriculum maps
- Collection development policies

Take some time to review the topics we've covered. Armed with that information, it is your turn to develop a collection analysis plan for your library.

Your collection analysis plan should include the following:

- a) the criteria you will look for/measure in the analysis of your collection (if you are already working in a library, you can work with a company to do a real analysis on your collection)
- b) ideas on how you will gather your data
- c) a plan on how you will present your data (and to whom) and
- d) ideas on how you will use your data to argue your need for additional book funds.

The plan may be developed as a standard Word document, pamphlet or other creative medium that you would use to present this information to your principal.

Please submit your assignment by midnight on Saturday, October 15, 2011 to [linda.diekman@nl.edu](mailto:linda.diekman@nl.edu) with a copy to [lmiekman@sbcglobal.net](mailto:lmiekman@sbcglobal.net).

### Collection Analysis Plan Scoring Rubric

CATEGORY	3	2	1
Criteria	Criteria for Collection Analysis Plan is identified and clearly articulated. Consideration is given to school community, current collection, curriculum, and collection development policies.	Collection Analysis Plan criteria is identified and explained. Consideration is given to three of the following: school community, current collection, curriculum, and collection development policies.	Collection Analysis Plan criteria is identified. Consideration is given to two of the following: school community, current collection, curriculum, and collection development policies
Data Gathering	Data gathering philosophy and methodology is clearly articulated.	Data gathering methodology is explained.	The need for data gathering is acknowledged.
Presentation of Plan	It is clear how the Plan will be presented either by sample or description. Audience is clearly identified and needs and/or interests are addressed.	It is clear how the plan will be presented. Audience is identified, but needs and/or interests are not well addressed.	It is not clear how the Plan will be presented. Audience is not identified or needs/interests are not addressed.
Need for Funds	Well-supported arguments for additional book funds are included in the Plan.	Arguments for additional book funds are included in the Plan.	Arguments for additional book funds are not included in the Plan.

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**Children's or Young Adult Informational Text Booktalk -- 100 points  
Due: Wednesday, October 12, 2011 in class**

Students will prepare and present one booktalk session of **five to seven minutes** on one informational text appropriate for children or young adults. The booktalks may be given within the context of a unit of study; topics, grade level and books will be self-selected. The purpose to this booktalk is to share your enthusiasm for the book to your audience. In this instance, consider the audience to be comprised of classroom teachers. Model a demonstration that a school librarian might make to a faculty or networking meeting. There are many booktalking tips and guides available online, in articles, and in books. It is recommended that students consult book reviews for additional information. ***Start with the title, author, illustrator and year of publication.***

At some point during the booktalk:

- Inform the audience about the author(s) and/or illustrator
- Mention any awards book has received
- Set the scene
- Read a representative passage from the book, show a representative illustration
- Pique interest by creating a lingering question about the story – “your students will want to know”
- Describe informational elements, show illustrations, graphs and/or text
- Make cultural and curricular connections where possible, consider matching informational texts to literary texts
- Be selective, succinct and persuasive

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**Database Evaluation Checklist and Application -- 100 points**

**Due: Saturday, October 29, 2011, midnight**

**Email to: [linda.diekman@nl.edu](mailto:linda.diekman@nl.edu) with a copy to [lmiekman@sbcglobal.net](mailto:lmiekman@sbcglobal.net)**

With the information from the articles you read this week, plus any additional information you have from experiences in your library or other sources, please develop a list of at least one dozen (12) items that you would want to know from a database vendor. You will find a number of database evaluations available online (try a Google search!) to use as examples.

This checklist must be your own. Please do not copy and paste a full checklist from a web page. You can use the information you access online, but pointing to a website checklist will not earn full credit for this assignment. Also, please give credit where credit is due (APA style).

Once you have developed your checklist, please use your checklist to evaluate TeachingBooks.net for consideration/purchase in your library (real or fictional). You can check out TeachingBooks.net on the NLU webpage at: <http://www.nl.edu/library>. Click on Article Search and then scroll down and choose additional databases. TeachingBooks.net should be there. If you would like, you can set up a trial of TeachingBooks.net for your school library.

Your checklist should give you an idea of whether TeachingBooks.net would be a good fit for your school library.

***Assignment Evaluation Criteria:***

- Two forms are submitted. One is a “blank” Database Evaluation Checklist. One is your Database Evaluation Checklist completed with the evaluation of Teachingbooks.net.
- Database Evaluation Checklist includes at least 12 items.
- Teachingbooks.net is evaluated using the checklist you created.
- Sources for the Database Evaluation Checklist are cited in correct APA style.

Your checklist and evaluation of TeachingBooks.net should be emailed by Saturday, October 29, 2011, midnight to me at [linda.diekman@nl.edu](mailto:linda.diekman@nl.edu) with a copy to [lmiekman@sbcglobal.net](mailto:lmiekman@sbcglobal.net).

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**Materials Selection Project and Final Assignment (Collection Development Philosophy Statement) – 300 points**

**Due: Wednesday, November 16, 2011 in class**

You are the library media specialist in a school library. Your local school council has awarded you a grant of \$600 to purchase materials that will support a new curriculum unit. Your packet includes information on your school community and your collection.

Enjoy spending the money and documenting your purchases. Create a list of your purchases to share with your classmates. If you use a service such as Titlewave, you can print out the list of materials. If you create the list or any portion of the list, use correct APA style. Remember that “resources” encompasses more than print materials.

You will create a “thank you” presentation to your school council. In addition to expressing your “thanks,” this is an opportunity to share information about your school community, state of your collection, selection process (the application of your collection policy) and other needs of your library.

This presentation will be given to your classmates on the last day of class. Oral **presentations should not exceed 10 minutes** including time for questions and answers. It is likely that your presentation will be much more detailed than the presentation time allows. Make sure you emphasize the highlights of your program in the time you are allotted while turning in a hard copy and a digital copy. Hard copies of PowerPoint slides may be printed 2 slides per page. Digital versions should be mailed to [linda.diekman@nl.edu](mailto:linda.diekman@nl.edu) with a copy to [lmiekman@sbcglobal.net](mailto:lmiekman@sbcglobal.net) . Digital copies should be emailed prior to the class meeting.

Grade level of school: \_\_\_\_\_

Grade level on unit: \_\_\_\_\_

Curriculum Unit: \_\_\_\_\_

**IN ADDITION, your Final Assignment is due in class.**

Your final assignment for RLS 511 is to write a philosophy statement about collection development. This is really *your* philosophy statement. It should reflect what you have learned and how you will use these lessons in your school library. This is something that could be added to your portfolio.

This paper should be between 1 and 2 pages long. One approach you might consider is reviewing the lessons and readings, jotting down your thoughts on collection development and then formalizing your opinions on paper.